**1877 to Present Timeline**

**Lesson Plan**

**Grade**: 9

**Benchmarks**

1. **Benchmarks**

P1.1 - Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

6.2.3 – Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by:

* Comparing and contrasting the process an impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France.
* Describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of labor movements.
* Describing the environmental impacts of industrialization and urbanization**.**

**Objective**

Students will be able to learn the causes and the consequences of immigrants and migrants moving to the North/America and working in the automobile industry.

**Materials**

Paper

Pencils or Pens

Thinking caps

Quiz

Newspapers

**Methods and Procedures**

1. Students will get into groups of 3.
2. Students will put on their invisible thinking caps.
3. Students will take a few minutes and think about the causes and consequences of immigrants and migrants moving to Detroit, the Mecca of the automobile industry to work.
4. We will use a map and discuss it.
5. We will talk about opportunity cost.
6. We will talk about the business cycle of Macroeconomics and Gross Domestic Products (GDP).
7. We will discuss Microeconomics of supply and demand.
8. We will talk about the business cycle of the Great Depression and afterwards.
9. We will talk about Globalization.
10. I will inform students that Henry Ford first decided to make automobiles in Canada before he came to Detroit/Dearborn.
11. I will show the class a YouTube video of *the Rise of Industry* *and the Great Migration of 1910-1920.*
12. We will do the quiz.
13. Have students to come into the class each day with a current event on the automobile industry.

**Accommodation/Adaptation**

I will observe who is adapting to this thematic unit. For those who are having a difficult time, I will make the lesson plan a little easier to understand. I will ask them did anybody from the family come to the North/America to work.

**Evaluation**

I will observe students who understand the subject matter and those who are having a difficult time. I will strive to the best of my ability to make the subject easier for everybody to understand the timeline from 1877-present.